MAMOURA

BRITISH ACADEMY

Careers & University Guidance Policy

Policy Issued	May 2023
Policy Updated	November 2026
Next Review	November 2027
Lead Professional	Careers and University Guidance Counsellor
SGG Ratification	November 2026

Rationale

To provide quality and impartial guidance to all students in Year 7 – Year 13 at Mamoura British Academy as required, enabling them to make informed and realistic choices relating to their educational and occupational goals and to contribute meaningfully to society and the economy. We further endeavour to deliver a dynamic, relevant career guidance programme utilising Unifrog and appropriate support agencies.

Aim

Our aim as a school is to provide an inclusive, effective, and stable careers strategy which raises our students' aspirations and commitment to lifelong learning, throughout the entirety of their school career. This is important to ensure that students can be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves. To achieve this, we strive to address the needs of each student by providing them with enriching career and educational related experiences and guidance, to ensure they are fully equipped with the knowledge they are entitled to, to enable them to make informed decisions about important life and post-secondary education choices.

Our Commitment

We are committed to meeting expectations in relation to Careers, University and preparation for life after Mamoura British Academy by:

1. Delivering independent and impartial careers and university guidance for students in Years 7-13. This orients students and parents with local and international post-secondary options including universities, community colleges, foundation programmes, academies, technical and vocational education and training (TVET), military pathways, apprenticeships and direct employment. Age-appropriate career awareness is also provided in Years 5-6 as part of the school's wider careers and futures programme.

2. Fostering awareness of broad career concepts during Years 7-9 and actively supporting student transitions into Year 10 and beyond, where career pathways and concepts are explored in more detail and integrated into post-secondary preparation. This includes support for students considering alternative pathways, including TVET.

3. Using the Gatsby Benchmarks of Good Career Guidance, developed by the Gatsby Charitable Foundation, as an international framework to support excellence in careers and university guidance. These benchmarks complement the school's requirements under ADEK policy. The school is committed to continuous improvement and reviews progress against the Gatsby Benchmarks annually.

4. Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.

5. Recognising the importance of providing young people with real-life contacts and experiences from the world of work. Developing workplace-relevant soft skills via school activities and external enrichment programmes and seminars.

6. Connecting with the school alumni and larger school community to engage with students on careers guidance and mentoring.

7. Working closely with the Head of Secondary, the SLT member responsible for achievement and attainment, and other providers to assist with raising aspirations.

8. Updating the school website with latest information to support both parents and students.

Classification: General Internal Purpose

Objectives

The following objectives cover a series of planned careers education and development activities that will enable students:

- To develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, abilities, personal qualities, potential, needs, attitudes, and values.
- To raise aspirations and increase awareness of the world in which they live and the diverse range of education, training, employment, and other career opportunities that are available.
- To make informed choices about their own continuing progression and development in education or employment.
- To cope with change and effectively manage the transition and application process from school to continuing education, working and adult life.

Management and Review

- The relevant SLT member/line manager will oversee the strategic vision, working closely with the Careers and University Guidance Counsellor to ensure delivery of the strategy. They will in turn work closely with Heads of Year and Heads of Departments, parents, and external providers to ensure the above objectives are met. The review of the strategy and policy will be conducted annually with the Head of Secondary, the relevant SLT member/line manager and the Careers and University Guidance Counsellor.

- The Careers and University Guidance programme at Mamoura will be evaluated annually using ADEK's Career and University Guidance self-evaluation framework, alongside stakeholder surveys and destination data analysis, to inform continuous improvement and ensure ongoing alignment with ADEK and Aldar expectations.

Implementation

- The implementation will be achieved through a team approach, according to the activity and year group (see detail against each activity). All staff have a responsibility to involve careers within their teaching, to work towards raising the aspirations of students. Each department will map curriculum learning outcomes to relevant career pathways and transferable skills, reviewed annually during departmental audits and CPD planning.

- The Careers and University Guidance Counsellor will work closely with external providers such as universities and colleges, training providers, providers of educational services such as Unifrog, and careers providers. Delivery will be via workshops, whole class discussions, and external and internal events.

Classification: General Internal Purpose

Student Entitlement

Secondary School Years 7–13

Activity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Enterprise Week							
Careers Day access							
Industry partnerships linked to curriculum strands							
Unifrog access and programme							
ADEK university preparation workshops							
Work Experience (1 week)							
University Fair							
Scholarship Talks							
External University Fairs							
NYUAD programmes (Summer Academy, Zayed/Fatima programmes, Film Makers workshop)							
Break time Catch-Ups with Counsellor – Monday - Friday							
1:1 counsellor meeting (bi-weekly)							
Optional drop-ins with the Careers and University Guidance Counsellor							
Options selection support (Students and Families)							
Personalised Learning Programme (PLP) Individual planning and mentoring; programme follows students as they move up							

Green shading indicates the year groups for which each activity is provided.

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The Role and Responsibilities of the Careers and University Guidance Counsellor

Appointment and Qualifications

- The Careers and University Guidance Counsellor must hold either (a) at least a bachelor's degree (QFE Level 7) in any field and a minimum of two years' experience in careers and university guidance, or (b) a master's degree (QFE Level 9) in counselling (career, college or similar) or a related subject, with ADEK initial training completed where there is no prior experience. The counsellor must also have knowledge of local and international post-secondary admissions processes and alternative pathways, career pathways for specific subjects and occupations, and support for gifted and talented students, Students of Determination and students with special educational needs, and must meet the requirements outlined within the ADEK School Career and University Guidance Policy and ADEK School Staff Eligibility Policy. The school verifies these requirements prior to appointment.

- The school employs a minimum of one full-time Careers and University Guidance Counsellor (1.0 FTE), in line with the student-to-counsellor ratio targets in the ADEK Career and University Guidance Policy Implementation Guide, to deliver careers education, guidance and post-secondary transition support for students in Years 7-13. Arrangements are in place to ensure continuity of careers and university guidance services during school holidays and other periods of absence where critical application, admissions, scholarship, apprenticeship, employment or transition deadlines fall. Students and families will continue to have access to appropriate guidance and support during these periods.

Leadership

- Advise senior leadership on policy, strategy and resources for careers education, information and advice and guidance
- Provide requested data to ADEK and Aldar on an annual basis

Programme indicators reported to Aldar annually:

- **Top 2 Destination:** % students who are accepted at one of their top 2 choices of post-secondary institutions
- **Graduate Destination:** % graduates entering higher education, TVET, employment or other
- **Competitive Universities:** % students in 'Top 200' universities, % students in 'Top 50' universities
- **National Agenda:** % students eligible for university freshman course

Programme indicators reported to ADEK annually:

- **Student Coverage**: % of students in Cycle 3 (G9-12/Y10-Y13) and Cycle 2 (G6-8/Y7-Y9) who are receiving career guidance
- **Counsellor-Student Ratio**: The number of students being served by each FTE Careers and University Guidance Counsellor

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- **Graduate Destination:** % of graduates of the current academic year entering higher education, TVET or employment by the start of the following academic year
- **Top 3 Destination:** % of graduates of the current academic year accepted to at least one of their top 3 choices of post-secondary institutions or employers

Student Guidance

- Meet individually with every student in Years 10–13 (Cycle 3) to understand their career aspirations, in line with ADEK requirements; Year 9 students receive individual guidance to support their options choices. Provide guidance to support informed decision-making and align academic, extracurricular and post-secondary goals with these aspirations. Students in Years 9–13 will have access to individual guidance meetings at key transition points, with additional appointments available according to need. Records of guidance interactions are maintained through the Careers and University Guidance programme.

- Provide guidance to students on the most suitable local and international post-secondary options based on their profile.

- Ensure that each student meets all graduation requirements relevant to their curriculum and in accordance with the MoE equivalency requirements (if applicable).

- Ensure that every Year 13 student submits at least one application to appropriate post-secondary destinations. UAE National students are supported to meet all national application requirements, including submission through the National Admissions and Placement Office (NAPO) platform where applicable. Students are encouraged to maintain a balanced application portfolio, typically including aspirational, match and safety options.

- Provide full administrative support to students in preparation for their post-secondary applications and pathways. For example, writing recommendation letters, reviewing personal statements and compiling relevant documents (e.g. transcripts, portfolios, attestations, etc.)

- Engage with parents throughout the guidance process, emphasising the importance of student agency in the decision-making process

- Verify that destination institutions have reasonable accommodations for gifted and talented students, Students of Determination and students with special educational needs.

- The Careers and University Guidance Counsellor will collaborate closely with the Head of Inclusion to provide tailored career guidance and transition planning for Students of Determination and students with special educational needs. This includes ensuring access to inclusive opportunities, application accommodations and institution-level advocacy when required.

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- All careers and university guidance activities must comply with ADEK data protection standards and school safeguarding protocols. Personal information collected during the guidance process will be stored securely and used solely to support students' career and post-secondary progression.

Co-ordination

- Organise careers guidance events and maintain an up-to-date Careers and University Guidance calendar of key dates, activities and events
- Manage the provision of careers information
- Liaise with the Assistant Principals/line manager, Pastoral Team and Heads of Year to plan careers education

Networking

- Establish and maintain relationships with local, regional and international universities, colleges, training providers and industry partners to support students' diverse post-secondary aspirations through admissions guidance, outreach activities, visits, internships, scholarships and partnership opportunities.
- The Careers and University Guidance Counsellor will complete a minimum of 25 hours of careers-related professional learning annually. This professional development is provided at no cost to the counsellor, with dedicated days allocated to attend professional development events, and includes specific training on guidance for gifted and talented students, Students of Determination and students with special educational needs. The counsellor participates in all ADEK-mandated careers guidance training and shares learning from professional development to support continuous improvement of the school's careers programme.
- Where relevant, external partnerships with universities, employers and industry providers may be formalised through Memoranda of Understanding (MOUs) outlining commitments, review cycles, and measurable student engagement outcomes.

Staff Development

- The Careers and University Guidance Counsellor maintains annual membership of at least one professional organisation for careers and university guidance counsellors, and of relevant networks that support best careers and university guidance practice.

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- The Careers and University Guidance Counsellor participates in professional networks and community groups, including Aldar and ADEK networks, to share and develop best practice. Learning from these networks is recorded and retained within the school's careers programme.

- Professional development needs are identified annually with the Director for Learning and Teaching as part of the school's ongoing professional development programme.

- Professional development includes training and updates relating to guidance for gifted and talented students and students with additional learning needs (including Students of Determination).

Engaging Parents/Carers

Parents/Carers are encouraged to be actively involved in the progress of their children through:

- An annual parent orientation for parents of students in Years 7–13, covering the full range of local and international post-secondary options. Annual information meetings at key decision points (e.g. IGCSE options, Post-16 options, university and post-secondary pathways), coffee mornings and examination support sessions for Post-16 students.
- Access to school website with supporting information and resources.
- Annual parents' consultation meetings

This policy is aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) Private Schools Policy and Guidance Manual (2025), Section 11.2: Career and University Guidance. Failure to comply with this policy is subject to the accountability measures and penalties set out in ADEK's regulations, policies and requirements.

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